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ABSTRACT

Multicultural education is a relatively new field that has faced a struggle for legitimacy. This book argues that multicultural education can be understood as a form of resistance to dominant modes of schooling, and particularly to white supremacy. Radical criticisms or tacit dismissals of it fragment progressive educational advocates and practitioners and weaken attempts to challenge oppressive social relationships through schooling. The book attempts to clarify the field's political underpinnings as they relate to challenging white supremacy. The discussion of multicultural education as resistance in Chapter 1 is followed by reflection on gender as a mediator of racial consciousness in Chapter 2. Chapter 3 situates multicultural education in the political contexts of the 1980s and 1990s. Chapter 4 explores how several teachers have constructed meanings of multicultural education from their teaching experience. Chapter 5 considers multicultural curricula and distinguishes those that are merely cosmetic from those that are meaningful. Chapters 6 and 7 explore the author's experience in teacher education for multicultural education, and Chapter 8, written with Carl Grant, explores the adolescent's interpretation of race, class, and gender. Chapter 9 offers ideas about teaching for social justice. (Contains 1 table, 4 figures, and 350 references.) (SLD)

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